

PERSONAL COMPETENCE
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## 1. SELF - AWARENESS

**a) Emotional awareness:** Recognizing one's emotions and their effects. People with this competence:

- Know which emotions they are feeling and why
- Realize the links between their feelings and what they think, do, and say
- Recognize how their feelings affect their performance
- Have a guiding awareness of their values and goals

**b) Accurate self-assessment:** Knowing one's strengths and limits. People with this competence are:

- Aware of their strengths and weaknesses
- Reflective, learning from experience
- Open to candid feedback, new perspectives, continuous learning, and self-development
- Able to show a sense of humor and perspective about themselves

**c) Self-confidence:** Sureness about one's self-worth and capabilities. People with this competence:

- Present themselves with self-assurance; have presence.
- Can voice views that are unpopular and go out on a limb for what is right
- Are decisive, able to make sound decisions despite uncertainties and pressures

## 2. SELF - REGULATION

**a) Self-control:** Managing disruptive emotions and impulses. People with this competence:

- Manage their impulsive feelings and distressing emotions well
- Stay composed, positive, and unflappable even in trying moments
- Think clearly and stay focused under pressure

**b) Trustworthiness:** Maintaining standards of honesty and integrity. People with this competence:

- Act ethically and are above reproach
- Build trust through their reliability and authenticity
- Admit their own mistakes and confront unethical actions in others
- Take tough, principled stands even if they are unpopular

**c) Conscientiousness:** Taking responsibility for personal performance. People with this competence:

- Meet commitments and keep promises
- Hold themselves accountable for meeting their objectives
- Are organized and careful in their work

**d) Adaptability:** Flexibility in handling change. People with this competence:

- Smoothly handle multiple demands, shifting priorities, and rapid change
- Adapt their responses and tactics to fit fluid circumstances
- Are flexible in how they see events

## EMOTIONAL FRAMEWORK – FIELDWORK

Adapted from Daniel Goleman. (2005). *Working with Emotional Intelligence*, Bantam.

*e) Innovativeness:* Being comfortable with and open to novel ideas and new information. People with this competence:

- Seek out fresh ideas from a wide variety of sources
- Entertain original solutions to problems
- Generate new ideas
- Take fresh perspectives and risks in their thinking

### 3. SELF - MOTIVATION

*a) Achievement drive:* Striving to improve or meet a standard of excellence. People with this competence:

- Are results-oriented, with a high drive to meet their objectives and standards
- Set challenging goals and take calculated risks
- Pursue information to reduce uncertainty and find ways to do better
- Learn how to improve their performance

*b) Commitment:* Aligning with the goals of the group or organization. People with this competence:

- Readily make personal or group sacrifices to meet a larger organizational goal
- Find a sense of purpose in the larger mission
- Use the group's core values in making decisions and clarifying choices
- Actively seek out opportunities to fulfill the group's mission

*c) Initiative:* Readiness to act on opportunities. People with this competence:

- Are ready to seize opportunities
- Pursue goals beyond what's required or expected of them
- Cut through red tape and bend the rules when necessary to get the job done
- Mobilize others through unusual, enterprising efforts

*d) Optimism:* Persistence in pursuing goals despite obstacles and setbacks. People with this competence:

- Persist in seeking goals despite obstacles and setbacks
- Operate from hope of success rather than fear of failure
- See setbacks as due to manageable circumstance rather than a personal flaw

## SOCIAL COMPETENCE

### 1. SOCIAL AWARENESS

*a) Empathy:* Sensing others feelings and perspective, and taking an active interest in their concerns. People with this competence:

- Are attentive to emotional cues and listen well
- Show sensitivity and understand others. perspectives
- Help out based on understanding other people's needs and feelings

*b) Service orientation:* Anticipating, recognizing, and meeting customers. needs. People with this competence:

- Understand customers. needs and match them to services or products
- Seek ways to increase customers. satisfaction and loyalty
- Gladly offer appropriate assistance
- Grasp a customer's perspective, acting as a trusted advisor

## EMOTIONAL FRAMEWORK – FIELDWORK

Adapted from Daniel Goleman. (2005). *Working with Emotional Intelligence*, Bantam.

**c) *Developing others:*** Sensing what others need in order to develop, and bolstering their abilities. People with this competence:

- Acknowledge and reward people's strengths, accomplishments, and development
- Offer useful feedback and identify people's needs for development
- Mentor, give timely coaching, and offer assignments that challenge and grow a person's skills.

**d) *Leveraging diversity:*** Cultivating opportunities through diverse people. People with this competence:

- Respect and relate well to people from varied backgrounds
- Understand diverse worldviews and are sensitive to group differences
- See diversity as opportunity, creating an environment where diverse people can thrive
- Challenge bias and intolerance

**e) *Political awareness:*** Reading a group's emotional currents and power relationships. People with this competence:

- Accurately read key power relationships
- Detect crucial social networks
- Understand the forces that shape views and actions of clients, customers, or competitors
- Accurately read situations and organizational and external realities

## 2. SOCIAL SKILLS

**a) *Influence:*** Wielding effective tactics for persuasion. People with this competence:

- Are skilled at persuasion
- Fine-tune presentations to appeal to the listener
- Use complex strategies like indirect influence to build consensus and support
- Orchestrate dramatic events to effectively make a point

**b) *Communication:*** Sending clear and convincing messages. People with this competence:

- Are effective in give-and-take, registering emotional cues in attuning their message
- Deal with difficult issues straightforwardly
- Listen well, seek mutual understanding, and welcome sharing of information fully
- Foster open communication and stay receptive to bad news as well as good

**c) *Leadership:*** Inspiring and guiding groups and people. People with this competence:

- Articulate and arouse enthusiasm for a shared vision and mission
- Step forward to lead as needed, regardless of position
- Guide the performance of others while holding them accountable
- Lead by example

**d) *Change catalyst:*** Initiating or managing change. People with this competence:

- Recognize the need for change and remove barriers
- Challenge the status quo to acknowledge the need for change
- Champion the change and enlist others in its pursuit
- Model the change expected of others

## EMOTIONAL FRAMEWORK – FIELDWORK

Adapted from Daniel Goleman. (2005). *Working with Emotional Intelligence*, Bantam.

**e) Conflict management:** Negotiating and resolving disagreements. People with this competence:

- Handle difficult people and tense situations with diplomacy and tact
- Spot potential conflict, bring disagreements into the open, and help deescalate
- Encourage debate and open discussion
- Orchestrate win-win solutions

**f) Building bonds:** Nurturing instrumental relationships. People with this competence:

- Cultivate and maintain extensive informal networks
- Seek out relationships that are mutually beneficial
- Build rapport and keep others in the loop
- Make and maintain personal friendships among work associates

**g) Collaboration and cooperation:** Working with others toward shared goals. People with this competence:

- Balance a focus on task with attention to relationships
- Collaborate, sharing plans, information, and resources
- Promote a friendly, cooperative climate
- Spot and nurture opportunities for collaboration

**h) Team capabilities:** Creating group synergy in pursuing collective goals. People with this competence:

- Model team qualities like respect, helpfulness, and cooperation
- Draw all members into active and enthusiastic participation
- Build team identity, esprit de corps, and commitment
- Protect the group and its reputation; share credit

## BACHELOR OF PHYSICAL EDUCATION & COACHING (BPEC)

### GOLEMAN'S LEADERSHIP STYLES

Of the six leadership styles identified by Goleman (2000) in a study based on the emotional intelligence concept, four were found to have an overall positive effect. This study was based on successful business organizations, but in the absence of similar studies in sport we will extrapolate the results.

#### **PART A:**

Goleman's (2000) six styles, and their characteristics are:

STYLE	LONG TERM OVERALL IMPACT	DESCRIPTION	USES	DISADVANTAGES
COERCIVE	Negative	Dictatorial, leader tells everyone what's good for them and then tells everyone what to do	Emergencies or high risk situations, short term	Wears thin fast, creates discord
AUTHORITATIVE	Positive	Visionary and enthusiastic leader with heart, good motivator, sets clear standards and gives clear feedback, uses new paradigms, inclusive style	In almost any situation this style can be used effectively, especially in high achievement situations	A highly skilled and motivated group may find the leader a bit over the top
AFFILIATIVE	Positive	Relationship building and communication are key components, harmony and synergy are developed, the people are the most important resource	Group building and team building, creates a "whole" that is greater than the sum of the parts, increases the morale of the group	Tends to over gloss over the negative things, may appear to have no real direction
DEMOCRATIC	Positive	Leader gathers input and gets to a consensus on action steps and direction, participant input is both valued and utilized	Works well to create ownership within participants, creates lots of new ideas to contribute to a vision	Needs skilled and informed participants, may turn into popularity contest
PACESETTING	Negative	Leader has high expectations of participants and is very demanding, doesn't provide much else	Works well if participants are highly skilled, highly motivated and very competent	No trust shown in participants leads to lack of respect and loss of trust in leader
COACHING	Positive	Personal coaching of individuals and groups in growth and development, examines strengths and weaknesses and plans for changes, use instruction and feedback	Advising and facilitating growth of an individual, mentoring and being a catalyst for personal and social responsibility within the person	If the leader lacks skills or is a poor role model then it fails, it fails if too much advice is given, and not enough nurturing and delegation

BACHELOR OF PHYSICAL EDUCATION & COACHING (BPEC)  
GOLEMAN'S LEADERSHIP STYLES

**PART B:**

Let's examine the four positive styles in the context of sport/education leadership:

1. The Authoritative Style can best be described in coaching as a visionary and inspirational, as it describes a coach who can inspire and motivate, and who has a clear vision of what causal motivation can do for a group. The group's input is valued and utilized within that framework.
2. The Affiliative Style can best be described in coaching as relationship building, as it describes a coach who is good with people and good at building relationships and harmony.
3. The Democratic Style can best be described in coaching as collaborative and synergistic, as it describes a coach who can foster participation by the group and create a synergistic environment.
4. The Coaching Style can best be described in coaching as coaching personal and social responsibility, as it describes a coach who can foster the growth and development of the participants to help them achieve their potential (individually and as a group).

Note: Top coaches likely use a mix of all the styles to create the best possible outcome and best possible experience for the participants.

**PART C:**

The chart below gives 'tips' on how to use each style within the physical education/coaching/ teaching leadership situation:

STYLE	ACTIVITIES	COMPETITIVE SITUATIONS (MINI GAMES, ROUTINES, RACES)
Authoritative	-learning progressions -guided discovery	-whole part whole -trying new concepts -brainstorming session in class
Affiliative	-planned, purposeful communication while waiting a turn or working in pairs or groups -PSF between participants while in pairs or waiting a turn	-use time outs or breaks to build relationships - take time to find out students opinions and backgrounds
Democratic	-try activities, meet and change, try again -problem solving, challenges, in groups	-use breaks to make adjustments to class routines or learning activities - encourages group set goals and visions and illustrates everyone's part is succeeding
Coaching	-self coaching time, personal goals -task coaching, individual plans -reflection on individual action to the bigger picture	-plan for roles within group, then carry out and evaluate -create good citizens in the class/gym

REFERENCES:

1. Adapted from Tim Frick Class Notes: Douglas College SPSC 1241, Fall 2004
2. Goleman, D. (2000) Leadership That Gets Results. *Harvard Business Review*. Vol. 78 (2), 78-90.

DOUGLAS COLLEGE  
BACHELOR OF PHYSICAL EDUCATION & COACHING

ACTIVITY PLANNING CHEAT SHEET - FIELDWORK  
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**INSTRUCTIONAL MODELS:**

1. TEACHING GAMES FOR UNDERSTANDING (Bunker & Thorpe 1982) model links tactics and skills in games education. Teachers and Coaches help students read tactical situations and then selects the appropriate skill(s) for that situation, the “why” comes before the “how”. Steps to using the TGFU Model are:

- identify tactical problems and skills associated with solving these problems.
- consider age appropriateness and sequencing when introducing tactical awareness and skill development.
- modified games are used to expose students to situational play
- teacher uses questioning to promote critical thinking
- task practice occurs to help participants solve tactical problems when they return to game play

2. SPORT EDUCATION MODEL (Metzler, 2005, chapter 11) is designed to use competition as an educational tool by putting participants in adult roles:

- Everyone participates as a player and in an assigned role, i.e.: coaches, captains, managers, referees, statisticians and participants
- Participants learn to make decisions that are normally done by adults
- Students design and play age appropriate versions of the sport
- Teachers role is to teach and guide

3. DIRECT INSTRUCTION involves the practice of isolated skills, outside the game context and once skills are mastered then they are incorporated into game play.

- often teacher-centred: teacher gives the lesson and students perform repetitions.
- teaching sequence is often: (1) learning progressions for skill repetitions ie: individual / partner / triad activities (2) repeated attempts at play to develop tactical awareness students and (3) full-game scrimmage.
- a variety of teaching methods as well as activity methods are utilized to progress participants through the stages of learning skills.

**ACTIVITY METHODS:** based on the model of instruction, your learner’s level, the content being delivered and the environment in which you are teaching you may select from a variety of activity formats to best maximize the efficiency of your participants time on task.

1. BLOCK TRAINING:

- ❖ simple technical focus with little variability
- ❖ repeated efforts of the same skill leading to skill development
- ❖ feedback from leader during specific amount of time set aside for activity
- ❖ ex: Hockey: forehand passing in pairs

2. RANDOM DRILL:

- ❖ leader puts athlete in situation to make a game-like decision
- ❖ options are to choose from completely different skill categories to get best outcome
- ❖ drill environment gives them feedback on success or failure of decision
- ❖ ex: Volleyball: setter alters pass to attacker – must decide to spike, tip or bump deep

## ACTIVITY PLANNING CHEAT SHEET - FIELDWORK

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### 3. VARIABLE DRILL

- ❖ leader puts students in situation to make performance-like decision
- ❖ options are to choose from a number of variations of same skill to get best option
- ❖ drill environment gives them feedback on success or failure of decision
- ❖ ex: Gymnastics: prior to takeoff coach yells "single" or "double" athlete decides how to adjust movement to stick landing and continue with routine.

### 4. STATIONS OR CIRCUIT ACTIVITIES

- ❖ leader creates mini learning tasks that are related or unrelated
- ❖ athlete spends specific amount of time trying to reach success criterion
- ❖ works well to keep athletes on task, teach with minimal equipment, manage different groups and to practise with skills with high intensity
- ❖ ex: football: stations created to learn how to punt, block, throw, receive and tackle

### 5. PROGRESSIVE ACTIVITIES

- ❖ within one drill the leader plans 3-6 mini breakdowns of one skill to emphasize key points
- ❖ breakdowns take learners from simple to more difficult by NOT having to do the whole skill as it occurs in a competition
- ❖ excellent activity choice to decrease fear, emphasize critical instant and built confidence.
- ❖ ex: Basketball shot: lye down shoot one hand, add second hand, sit and shoot, shoot verses wall for height, shoot to self with bounce, shoot at hoop

### 6. COOPERATIVE ACTIVITIES

- ❖ Leader divides class into 'learning teams' (4-6) with the purpose of all members working to achieve a common goal
- ❖ Peer teaching abilities and individual accountability is key . . .the group does not achieve, until everyone has achieved
- ❖ Tasks vary from 1) intragroup – being best team they can be; 2) intergroup -compete with other teams; 3) shared performance – team learns content so they can teach it to class
- ❖ Ex: Collective Score: teams are taught skill, then given 15-20 minutes to practise, individuals are tested on skill, individual scores summed to get team scores. Teams then practise a 2<sup>nd</sup> time with the purpose of beating their previous score. Team grades are assigned based on amount of improvement

### 7. PEER ACTIVITIES

- ❖ In peer teaching one student is the 'observer' the other student is the 'doer'
- ❖ The observer must be trained to observe and analyze other students skill attempts
- ❖ One on one feedback from peer observer with teacher guiding observer with questions
- ❖ Excellent to develop focused attention on teaching, social learning, cognitive thinking about skill performance and ability to accept and give constructive criticism
- ❖ Ex: Flexibility:
  - 1) teacher tells class 2 safe and 2 unsafe point to look for while stretching
  - 2) teacher instructs 'observers' on how to do a proper hamstring stretch
  - 3) observer teaches doer and assists in their learning
  - 4) switch roles – teacher instructs a proper quad stretch
  - 5) observer teaches doer and assists in their learning . . .continue

### 8. INDIVIDUALIZED LEARNING ACTIVITIES

- ❖ Leader creates a sequence of prescribed learning tasks
- ❖ Each learner is given a written module (video) which includes: guidelines of skill, skill structure, error detection and performance standards
- ❖ As student completes a learning task standard he/she moves onto the next task on the list without permission or direction from teacher – very motivating for students
- ❖ Teacher is free to give instructional interaction to individual students
- ❖ Ex: Badminton sequence: low short serve(self checked), high deep serve (self checked), and serve vs. opponent (coach checked). Module on Low short serve in Badminton includes: video with key point to watch for, skill activity with learning tips and partner feedback, readiness drill with common errors and corrections, self checked performance standard and recording . . .next!

Adapted from Vickers, J.N., (1996). *Decision Training: A New Approach to Coaching*. Burnaby, BC: Coaches Association of BC.) and National Coaching Certification Program: Introduction to Competition Part A & B: Reference Material (2003).

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**TEACHING METHODS:** the content that an instructor is delivering to participants can be organized in a variety of ways.

1. Learning Progression (part practice)

- 6-10 drills/activities that eventually leads an athlete to performing a skill under "game" conditions.
- Progresses from simple to complex.
- Teaches a "part" and then repeats that "part" and more, in the next progression.
- Very effective in skills where fear is an issue, i.e.: gymnastics, swimming etc.

2. Forward Chaining (part practice)

- Like building the "links of a chain".
- Break skill down into its component "parts"
- Practice 1st part of skill alone.
- Then practice 1st and 2nd part together.
- Then practice 1st, 2nd and 3rd part as a sequence and so on until the skill action is complete

3. Backward Chaining (part practice)

- Break skill down into its component parts
- Decide that the end of the skill is the most critical, therefore start teaching backwards.
- The athletes may be more motivated and the critical part is practiced maximally.
- Practice the last part of skill 1st.
- Practice the last and the 2nd to last part together, then the 3rd last and so on

4. Whole -part-Whole (whole practise)

- Teach and practice the "whole" skill.
- Then teach a part until it is learned and then return to practicing the whole, a part, then whole again.
- The "part" you choose to practice may be:
  - a) pre-planned based on common trouble spots.
  - b) not pre-planned and based on current observations and current difficulties.
  - c) teach and practice the most important part 1st.

5. Simplification (whole practise)

- Change the conditions under which the skill is usually performed.
- Some changeable conditions may include:
  - a) speed or difficulty of performance
  - b) sport implement(s) utilized
  - c) environment performing in
  - d) standard, goal, purpose or evaluation

6. Positive Transfer (whole practise)

- The positive impact one previously learned skill can have on a subsequent skill.
- Determine the similarities b/w skills and explain them to athletes.
- Practice "old" skill and "new" skill for maximum results.
- Very applicable to the teaching of common tactics and strategies across team sport.

Adapted from: Christina, R. & Corcos, D, (1994). *Coaches Guide to Teaching Sport Skills*. Champaign, IL: Human Kinetics

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**OBJECTIVES/ GOAL:** state what you want to accomplish in that activity or practice. Goals should be specific and measurable (include a number).

**DESCRIPTION OF AN ACTIVITY** this section should include:

- Number of player e.g. 3 v 3; two lines of 5 players (account for all athletes)
- Play space e.g. basketball key area; ½ basketball court space
- Game start e.g. start with a free pass from out of bounds; coach feeds ball in
- Game finish e.g. play ends when one team earns 3 points; each athlete gets 10 attempts
- Player exchange e.g. replace winning team with waiting team; rotate lines and follow ball path
- Goal definition e.g. goals are awarded when ball contacts pylons
- Scoring limitations e.g. each player must contact the ball before a goal can be scored

**TEACHING POINTS:** For a skill, tactic or strategy, create 2-3 cues that will teach and remind participants of proper execution/performance. The cues should be short, memorable, age appropriate and clearly reinforce what is being taught

**SCORING SYSTEM** is a purpose given to an activity via an objective standard that participants strive for during the activity, i.e.: time? score?. The scoring system, outlined by the teacher prior to activity and recognized at the end of the activity, clearly reflects the objective and rewards the process.

Example: heading a lobbed soccer ball into a target, first pair to 10 points

- 1 point – leading with arm/leg
- 1 point - contacting hairline
- 1 point - hitting target

**DIAGRAM:** in planning activities and session use the symbols below:

- Accurately represent play space, goal/net/base orientations, and court lines
- Account for all athletes in activity
- Use the following standard symbols to illustrate the activity
  - offensive player O
  - defensive player X
  - goal (pick one of:) ]    )    Ø
  - net ◆————◆
  - base □
  - sport object ●
  - movement path of sport object ————→
  - movement path of player -----→
  - play space □    ○    ◇

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**VARIATIONS/ADAPTATIONS** can be added to any type of drill/activity with the purpose of making it easier or more difficult for individuals or the whole group; without disrupting the 'flow' of the existing activity or drill. Choices are to change environment or change participant:

Change 'Environment' by:

- Adjust equipment – change equipment i.e. bigger, lighter, wider, two balls, smaller court etc.
- Adjust environment – change where/when skill is performed i.e.: to music, no defense, with socks on, in game situation etc.

Change 'Participant' by:

- Adjust action – single move only, slow motion, standing on chair, add more decisions etc.
- Adjust expectation – touch it only, no time limit, increase personal best, must hit top corner, compare to others

**Examples that simplify within activity:** Skill: Lay-up in Basketball

- Adjust Equipment – remove the ball and have participant do the actions of the skill
- Adjust Task – make the target hula hoop held by a partner in the air, instead of basketball hoop
- Adjust Participant Action - remove two step running approach by starting under the hoop
- Adjust Expectation(s) of Participant – introduce a scoring system: 1 point hit backboard, 2 point hit rim, 3 points through hoop

**Examples that challenge within activity:** Tactic: Drop shot in Badminton

- Adjust Equipment – play on half of the court only
- Adjust Task – drop shots must land cross court
- Adjust Participant Action - drop shots must be backhand drop shots
- Adjust Expectation(s) of Participant – every other shot drop shot

Adapted from National Coaching Certification Program: Introduction to Competition Part A & B: Reference Material (2003).

**FEEDBACK/QUESTIONING** should be delivered in a variety of ways, to individuals and groups, verbal and non-verbal and always positive and specific (PSF).

1. Positive Specific Feedback (PSF)

- positive and supportive
- brief, direct, and informative
- in advance plan positive specific feedback (PSF) and questioning that you will use to reward and direct participants toward your objective.
- example in volleyball "the height of your ball contact was perfect, now focus on a downward motion after contact".

2. Direct Questioning (also known as closed, or convergent)

- Used when answers are limited to a single or small number of correct responses.
- Assess lower level cognitive functions (i.e. remembering directions or instructions)
- Avoid direct questions that only require a 50/50 response (i.e. yes/no), such as in volleyball: Are you in the right defensive position?
- Instead, use a question that requires analysis, such as in volleyball: When the attacker is hitting from this position, where is the best place for you to be to see their hitting arm?

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3. Indirect Questioning (also known as open, or divergent)

- Used when many answers are possible, but not single best answer.
- Assess higher level cognitive functions (i.e. reasoning, problem solving, creativity), such as in volleyball: How can we predict where the hitter is going to hit, so that we can get to our defensive position before the ball is contacted?

**REVIEW / DEBRIEF** is a way of concluding class by checking for learning. This information can assist the instructor in future planning and adjusting teaching methods.

- no more than 1-2 minutes
- review and conclude what was learned in activity and/or practice.
- involve students by making them think: ask questions, demo skill , error detect & correct etc.

**SELF EVALUATION & RECOMMENDATIONS** immediately after leading, reflect on your and the participants performance during the session

- Ask yourself, was your objective met, why or why not?
- write down positives and challenges of activities/session and improvements
- make recommendations for future changes and direction for future activities

## REFERENCES

Bunker, D & Thorpe, R. (1982). A model for teaching of games in secondary schools. *Bulletin of Physical Education*, 18(1), 5-8.

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